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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) Victorian ideology and British children's literature from 1850 to 1914, (2) a comparison of passages from books for adults and for children, (3) the use and effect of puppetry and bibliotherapy in group counseling with children of divorced parents, (4) complaints filed in relation to three major literature series proposed for adoption in Texas in 1978, (5) ageism and gerontophobia in children's literature, (6) concepts of work and leisure in children's literature, (7) the literary theory of Louise Rosenblatt and its implications for teaching poetry in the primary grades, (8) changes in the attitudes of characters in novels written for adolescents by four black authors, (9) intermediate grade children's reading interests as reflected in basal reading textbooks, (10) schema development strategies of fifth and sixth grade students' comprehension of responses to and interest in historical fiction. (HOD)

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Literature, Literary Response, and the Teaching of Literature:

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VICTORIAN IDEOLOGY AND BRITISH CHILDREN'S LITERATURE, 1850-1914 Order No. DA8501477

ACKERMAN, ANN TRUGMAN, PH.D. *North Texas State University*, 1984. 380pp.

This dissertation shows the ideas of Victorian England, 1850-1914, as reflected in Victorian children's literature. To establish the validity of studying children's literature as a guide to the Victorian age, it was necessary first to show that children's literature in those years reflected and promoted adult ideas.

Sources used include not only works by established authors but also children's periodicals and transient writings like "penny dreadfuls."

There are four background chapters: an introduction, a brief social history, a history of publishing for children, and an examination of Victorian children's authors. Six chapters examine Victorian children's literature in relation to specific historical themes: class structure; the social problems of poverty; temperance; morality, manners, religion, and science; patriotism; and natives, slavery, and missionaries in relation to imperialism.

STYLE IN CHILDREN'S LITERATURE: A COMPARISON OF PASSAGES FROM BOOKS FOR ADULTS AND FOR CHILDREN Order No. DA8501269

ANDERSON, CELIA CATLETT, PH.D. *University of Rhode Island*, 1984. 182pp.

In this study I tested the standard assumptions about differences in language usage in adult and children's literature by analyzing parallel passages from the works of four authors, Nathaniel Hawthorne, George MacDonald, Oscar Wilde, and John Gardner, who each wrote prose fantasy for both audiences.

A computer program and syntactic code based on those used by York University in Toronto provided a statistical analysis of the 20,000 words of selected text. I found that the passages from the children's books had much shorter paragraphs, and slightly shorter sentences, T-units, clauses, and words. T-units were the most consistently and notably reduced elements. The children's books also had more lexical repetition and fewer abstract and Latinate words and tended towards a verbal style. These characteristics support some of the common assumptions about children's literature, but the differences were slighter than anticipated. In the area of syntax, the assumption that coordination would increase and subordination decrease markedly in the children's stories did not prove true. Coordination was only marginally more frequent in the children's passages, and subordination nearly equal in both sets. The reduction of prepositions in the juvenile samples seems of more significance syntactically. In the children's passages there are large increases in the amount of dialogue and in the use of Germanic based words.

My general conclusion is that the differences in the children's passages reflect a stronger tendency towards everyday speech, that children's authors borrow more conventions from conversation and from oral traditions when writing for a child audience.

A STUDY OF CHANGES IN THE ATTITUDES OF CHARACTERS IN NOVELS WRITTEN FOR ADOLESCENTS BY FOUR BLACK AUTHORS Order No. DA8428223

ANDERSON, JANICE MUELLER, PH.D. *The University of Iowa*, 1984. 244pp. Supervisor: Associate Professor John W. Conner

The purposes of this study were to determine if the characters in fifteen novels for adolescents written by four black authors over a period of twenty-five years demonstrate significant attitude changes and to provide an introduction to black literature for high school and community college teachers. On the basis of a listing of books for adolescents written by black authors between 1950 and 1983 books by the following authors were selected: Kristin Hunter, Rosa Guy, Lorenz Graham, and Walter Dean Myers.

The books were analyzed to determine if there was a positive change in character presentation, and, if so, what contributed to it. Social and economic changes taking place in the United States at the times when these novels were examined. Evidence to support a theory that the numerous changes in civil rights taking place in the United States influenced these writers was sought.

Six cateories in each of the fifteen novels were examined to determine whether a gradual change in characters' attitudes could be found. The six categories chosen to evaluate attitude changes were: environment, vocation, religion, view of self, looking to the future, and loss of innocence. Careful study of these six categories indicates that three novelists, Kristin Hunter, Rosa Guy, and Lorenz Graham, could be said to have created characters whose attitudes are more positive in their later novels than in their earlier novels. The fourth novelist, Walter Dean Myers, did not write books whose characters became gradually more positive.

While all the novels discussed are suitable to be read independently, some seem more suitable for classroom teaching than others. Four novels particularly suitable for classroom instruction are selected and reasons for selection are discussed.

CHILDREN'S LITERATURE IN TEXAS: A HISTORY AND EVALUATION Order No. DA8428732

BAGNALL, NORMA HAYES, PH.D. *Texas A&M University*, 1984. 162pp. Chairman: Dr. David Stewart

Literature written for children and set in Texas began in 1855 and continues to the present, but consideration of it as literature has been confined to cataloging and brief, annotated bibliographies. This study concerns itself with finding and evaluating all of the children's stories set in Texas from 1855 to 1980 and with evaluating the literary, historical, and cultural importance of this literature; the study also places this body of literature into the mainstream of children's literature written by American writers and set in places other than Texas during the equivalent time period.

More than two hundred children's books set in Texas and published between 1855 and 1980 were located and read. Part I of this study divides these books into four chronological groupings to evaluate the literary merit of the major stories in any one time period, to see what major emphases in the stories were, and to compare the Texas books to other children's books written during the equivalent time period and set in other places. A chart is included with each time period that gives an overview of all of the books of any one era and

lists the genre of each story, sex and ethnic group of the protagonist, the time and place of setting, and what the major emphasis of each story is.

Part II of this study is an annotated bibliography which gives a brief synopsis and evaluation of each of the more than two hundred children's stories set in Texas and published between 1855 and 1980.

A conclusion follows Part II which briefly summarizes the study. The overwhelming majority of Texas children's books are historical with rural settings and with Anglo protagonists; they are also overwhelmingly ordinary. However, books with true literary merit were found, written by Texas writers, and they vindicate the search for a worthwhile body of Texas children's books.

AN ANALYSIS OF INTERMEDIATE GRADE CHILDREN'S READING INTERESTS AS REFLECTED IN BASAL READING TEXTBOOKS

Order No. DA8429853

BARBERIO, LETTIE FIPER, ED.D. *West Virginia University*, 1984. 226pp.

The purpose of this study was to determine the extent to which publishers of basal reading series, copyrighted during the early and middle 1950s, the early 1970s, and the early 1980s, have modified the interest content of their stories to match the reading interests of fourth, fifth, and sixth grade children as reflected by reading interest inventories preceding these time periods. More specifically, the investigation involved an analysis of the inventories and basal readers to: (1) Determine whether reading interests of children as reflected by reading interest inventories reported in the literature changed over the time span; (2) Determine whether reading interests as reflected in stories of the basal readers changed over the time span; (3) Determine whether the degree of match between reading interests of fourth, fifth, and sixth grade children and reading interests reflected in stories of the basal reading series was divergent or convergent for each time period.

To determine intermediate grade children's reading interests over the time span, seven research studies published two to eight years prior to copyright dates in the basal reading series were utilized in deriving reading interest categories. Eight categories common to all inventories were derived from an analysis of the seven reading interest studies. For each of the three time periods, four publishers' intermediate grade basal reading series were secured, analyzed, and classified into the eight categories.

The Spearman rank order correlation coefficient was the statistic used in the analysis. Comparisons were made (a) between time periods for children's reading interests as reflected by the inventories, (b) between time periods for reading interests as reflected in stories of the basal readers, and (c) between children's reading interests as reflected by the inventories and reading interests as reflected in stories of the basal readers for each time period of the study.

The following conclusions were drawn from the data analysis. Children's reading interests as reflected by reading interest inventories have changed over the time span of the study. Although reading interests as reflected in stories of the basal readers have also changed over the time span, the degree of match between children's reading interests as reflected by reading interest inventories and reading interests reflected in stories of the basal reading series was divergent for each time period of the study.

THE NAIVE CHILD AND THE COMPETENT CHILD: AMERICAN LITERATURE FOR CHILDREN AND AMERICAN CULTURE, 1830-1930

Order No. DA8421173

BERMAN, ROBERT FRANKLIN, ED.D. *Harvard University*, 1978. 298pp.

American literature written for children in the nineteenth and twentieth centuries is a good source from which to study popular responses to changes in American life. Because books written for children impart values to the young they often reflect expectations about the future and disclose prevailing conceptions of childhood.

This paper treats a wide variety of authors of popular books for children starting with the works of Nathaniel Hawthorne, Jacob Abbott, Samuel Goodrich, Eliza Follen and Lydia Child. In these early writers who wrote before the American Civil War, the condition of a pure heart was consistent with the uncontaminated aspects of nature. This conception represented a cultural belief in the compatibility of the child's inner experience with the external world. It reflected a belief in the special efficacy of the condition of innocence.

After the American Civil War the themes of the "competent child" and the "chivalric child" emphasized the separation of the child from a sustaining environment. The "competent child" idea, in the works of William T. Adams and William Makepeace Thayer stressed a rational child-protagonist who denied his subjective impulses as corrupting and refused to be dependent on others. The "competent child," often a mechanic, a sailor, or young business man, exercised rational powers to survive in a world that was threatening or hostile. The "chivalric child" idea in the works of Thomas Bailey Aldrich and Howard Pyle stressed an innocent hero whose nobility and chivalry were ineffectual or irresponsible.

In these two thematic conceptions the artlessness and naive qualities of the child are either denied or prove insufficient. They reflect a perceived disharmony between the condition of childhood and the external world.

In early twentieth century books for children, conflict is no longer a simple opposition between the child and an environment hostile to him. In the motif of the "boy-as-detective" and the "boy-as-athlete" in the works of Edward Stratemeyer and Gilbert Patten, the competent hero idea emphasizes collaborative achievement. The boy-as-detective, for example, espouses professional methods of crime detection. He defeats counterfeiters and smugglers; that is, those who subvert or circumvent legitimate values or processes. In this motif, conflict is an opposition between legitimate-rational-consensus values and illegitimate deviant ones. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

THE CONSTRUCTION AND TESTING OF AN INTRODUCTORY COURSE IN AFRO-AMERICAN LITERATURE FOR LOWER LEVEL COLLEGE STUDENTS

Order No. DA8429354

BROUGHTON, CAROLYN VIRGINIA, ED.D. *Indiana University*, 1984. 159pp. Chairperson: Dr. Philip C. Chamberlain

The problem of this study was to develop a one-semester exemplary introductory course in Afro-American literature for lower level college students that can be taught by qualified instructors who are interested in, but unfamiliar with, Afro-American literature. The design of the study involved researching, constructing, and testing the developed course. A review of the literature indicated that attention to learning opportunities and activities in the area of Afro-American literature was largely missing.

A preliminary outline for the proposed course and an interview guide were constructed and submitted to recognized authorities in

the field of Afro-American literature for their critique. The eight authorities that were identified served in an advisory capacity. They responded to questions concerning the content, methodology, and organization of an introductory course in Afro-American literature. The developed syllabus, which followed the simple linear model, was also sent to a review panel drawn from these authorities for the purpose of validating the content of the course. To establish process reliability, the course was taught to two pilot groups (primary and secondary) of students at Indiana University by the researcher and two other instructors who either had limited or no previous experience teaching Afro-American literature.

Throughout the semester, four types of data were collected for use in reliability assessment activities. They were (1) Afro-American Literature Awareness Questionnaire, (2) mid-semester evaluation, (3) personal interviews, and (4) final course evaluation. Because qualitative and quantitative data were collected, the findings were presented in narrative form and percentages. The total data collected and analyzed indicated that the learning outcomes were quite similar for the control groups. At the end of the semester, there were comparable substantial gains in student learning. The level of process reliability intended for the course had been achieved. Most importantly, the findings revealed that the course is structured so that it can be successfully taught by any qualified instructor, thus realizing the major intent of creating an exemplary course that could be taught in different settings by different instructors with the same results.

THE USE AND EFFECT OF PUPPETRY AND BIBLIOTHERAPY IN GROUP COUNSELING WITH CHILDREN OF DIVORCED PARENTS

Order No. DA8428466

BUNTING, KENNETH PAUL, ED.D. *The College of William and Mary in Virginia*, 1984. 151pp. Chairman: Ruth K. Mulliken

For many years, the technique of puppetry has been successfully utilized within child counseling programs (Jenkins and Beckh, 1942) (Grant, 1950) (Koenig, 1951) (Dinkmeyer and Caldwell, 1970). Only recently the use of puppets was popularized by the introduction of the DUSO program (Dinkmeyer 1970, 1973). In fact, puppetry was cited as a potentially invaluable intervention strategy to facilitate affective educational programs to help stimulate young children to explore their feelings. However, little experimental evidence was gleaned from the literature to support the efficacy of the puppetry techniques (Strage, 1979) (Zingle, 1972) (Buffalo Public School System Project, 1975). Only testimonial and anecdotal statements supported the use of puppets as a counseling strategy (Liss, 1950) (Vidler, 1972) (Sang and Wickersham, 1975) (Burn, 1977). Puppets and structured story telling (Bibliotherapy) were described in the literature as a successful joint child therapy approach although without the support of a controlled experiment setting.

Fifty second and third graders, of six Southeastern Virginia public schools, volunteered for divorce adjustment counseling. These groups were led by different counselors at each school. These counseling groups ran for approximately one month with pre and post testing based on a specific experimental design cited in Campbell and Stanley (1963). The E explored the efficacy of specific child counseling techniques, puppetry and bibliotherapy. Standardized measures of attitude and behavior for this select cross section of elementary children were obtained. Frequency charting of affective words were derived from individual responses to a projective technique, sentence completion responses. The hypotheses were statistically analyzed through the employment of ANOVA and T-Test procedures. Covariates were established and analyzed to control for the influence of the dependent variable test results and other potentially significant factors.

An attempt was made, through this research project, to develop quantitative results to measure the changes in the S's attitude, behavior and emotional expression based on their exposure. The results of the post test data proved to be inconclusive. Some changes in the dependent variables were noted, however, these dependent variables did not exhibit the anticipated differences which were hypothesized.

Several extraneous variables influenced the experimental outcome. The most important of these were the observable counselor differences in style and group leadership. Future research should aim at controlling, through standardization, the impact of counselor ability and application of these techniques of puppetry and bibliotherapy.

AN EXPLORATORY STUDY OF A LITERATURE-BASED CURRICULUM IN HIGH SCHOOL HOME ECONOMICS CLASSROOMS

Order No. DA8426388

GALLOWAY, BARBARA LOUISE CHAPIN, PH.D. *The Ohio State University*, 1984. 223pp. Adviser: Dr. Joan E. Gritzmacher

This study was an outgrowth of a concern for Home Economics teachers to motivate and encourage student awareness of alternatives, consequences, and values that are inherent in living in this complex society. The purpose in this study was to investigate and describe high school home economics literature-based curricula, which focused on the value of reading and the discussion of family issues contained in selected adolescent literature. The questions investigated, in the family living sections of two home economics curricula, were: (1) Can the use of adolescent literature be successfully incorporated into a Home Economics curriculum? Will the teacher be able to represent the Home Economics content through the use of fiction? (2) Does the utilization of trade books within the Home Economics curriculum result in effective and meaningful learning experiences for students? Do student insights reflect relationships between the literature, and course content? (3) Will a literature-based program affect student attitudes toward reading?

In order to gather the data that were germane to the research questions, the investigator engaged in the collection of observational data, student interview data, teacher interview data and student attitudinal data. These data were gathered during the investigator's time in each of the classes, over a four month period.

Major conclusions stated were: (1) adolescent novels represent a useful means for making aspects of the home economics curriculum more germane and realistic to students, (2) while the teacher requires additional time for planning and interacting with students, the advantages to the teacher of student interest, interaction, and motivation to learn made the use of a literature-based approach a useful learning resource, (3) student attitudes and behaviors toward reading the novels were related in their willingness to think of the books as informative and explanatory, as stimulating and fun, and as a way of identifying with the characters and storyline, (4) student interest in reading adolescent novels and the amount of time spent in reading was dependent on the guidance and contact of the teacher with students, the accessibility of the books, and classroom practices, (5) given stimulation and motivation by the teacher students will read more books than they ordinarily read.

THE EFFECTS OF BIBLIOTHERAPY ON SELF-CONCEPTS OF CHILDREN AND YOUTH IN AN INSTITUTIONAL SETTING

Order No. DA8425152

GARRETT, JERRY EUGENE, Ed.D. *Ball State University*, 1984. 121pp.
Adviser: Dr. Donavon D. Lumpkin

This study was designed to assess the effects of bibliotherapy in strengthening positive feelings and self-concepts among children and youth in an institutional setting. Books and stories were selected on the basis of responses to an Interest Inventory developed specifically for use in this research. The procedure involved presentation of stories through oral reading, recordings with accompanying transparencies, filmstrips with accompanying cassette tapes, films, or videotapes. Presentation of stories was followed by discussion structured around areas of concern and interest expressed by subjects in the study.

The sample consisted of 108 students in grades eight, nine, and ten enrolled in high school at White's Institute, Wabash, Indiana. The students were assigned by designating classes of boys and girls as bibliotherapy (twenty-seven males, twenty-three females) or comparison (forty-seven males, eleven females) groups. The experimental group participated in bibliotherapy experiences twice a week for eleven weeks.

The Piers-Harris Children's Self Concept Scale served as the primary assessment instrument. The six subscale factors of behavior, intellectual/school status, physical appearance/attributes, anxiety, popularity, and happiness/satisfaction were analyzed.

A 2 x 2 multivariate analysis of variance (MANOVA) and associated univariate analyses tested the null hypotheses of no significant differences between bibliotherapy and comparison groups, as well as between males and females involved in the study, on the six subscale factors of self-concept. No statistically significant differences were found between the bibliotherapy and comparison group following the twenty-two treatment sessions possible within the framework of the spring semester of school. Significant differences between males and females were observed on two subscale factors (anxiety and happiness/satisfaction) in the initial testing. Comparison of the two sexes included only the four remaining factors from the final testing. Univariate F statistics revealed that one subscale factor, popularity, manifested a significant difference between males and females in the combined sample on the final testing.

Representative responses, which were not subjected to statistical analysis, from students participating in the bibliotherapy sessions were described as they related to the study. Possible values of bibliotherapy were implied. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

THE EFFECTIVENESS OF BIBLIOTHERAPY IN TEACHING PROBLEM SOLVING SKILLS TO FEMALE JUVENILE DELINQUENTS

Order No. DA8429093

HARBAUGH, JANICE KUEHL, Ed.D. *Drake University*, 1984. 125pp.
Adviser: Lawrence Fanning

The problem. The problem of this study was to determine if bibliotherapy is an effective means of teaching specific problem solving skills to female juvenile delinquents. Specific problem solving skills under study were identification of problems, analysis of the emotional content of problems, analysis of the motivations of people involved in problems, and formulation of solutions to problems.

Procedure. Twenty residents at Mitchellville Training School, Mitchellville, Iowa, were involved in the study. Ten were control subjects who read books from a Book List and wrote plot summaries of what they had read; ten were experimental subjects who read books from the same Book List and discussed them with the bibliotherapist. The book discussions followed a specific format and focused on an analysis of the four problem solving skills as they were presented in the books.

A pretest and posttest were administered to each subject to determine whether subjects' problem solving skills had improved during the course of the four week experiment. Gain scores were computed, and the independent samples *t* test was used to test the significance of differences in mean gain scores between the two groups.

Findings. The mean gain scores of the experimental group did significantly exceed the mean gain scores of the control group (.05 level) for the identification of problem skill.

Conclusions. Bibliotherapy appears to be an effective means of teaching female juvenile delinquents to identify problems.

Recommendations. Bibliotherapy, in a structured book discussion format, is recommended as an approach to helping female juvenile delinquents develop their abilities to identify problems and problem situations. It is also recommended that more study be done concerning ways to increase the effectiveness of bibliotherapy.

A COMPARISON OF THE SINGLE PARENT FAMILY PORTRAYED IN FICTION FOR ELEMENTARY SCHOOL CHILDREN WITH UNITED STATES CENSUS DATA

Order No. DA8429411

HARTZELL, GERALD RUSSELL, Ed.D. *Lehigh University*, 1984. 150pp.

The purpose of the study was to compare single parent families portrayed in elementary school aged children's fiction with census data to determine the extent to which the literature reflects the society it portrays. The sample consisted of 159 fiction books published between 1930 and 1980. Content analysis was applied to the books to analyze their portrayal of single parent families in nine categories established by the researcher. For each category, the data from the analysis were compared with census data to determine areas in which children's books reflect and differ from society. Additionally, data collected from the books published in the 1960's and the 1970's were compared to census data for those decades to reveal changes in the portrayal over the years. Chi square analyses were conducted to test the significance of all findings ($p < .01$).

Findings indicated that children's books reflect society in five areas describing single parent families: (a) number of children per family, (b) age of a child, (c) sex of a child, (d) number of Spanish origin families, and (e) number of Spanish origin children. Findings indicated four areas in which books differ significantly from society: (a) reason which created the single parent family, (b) sex of the parent, (c) race of the family, and (d) race of a child. The books seemed to: (a) overrepresent parental death, single fathers, and Whites, and (b) underrepresent the parent who was never married, single mothers, and Blacks.

Findings concerning the past two decades revealed that children's books: (a) have not reflected society in their portrayal of single parent families, (b) have differed from society in terms of the reason for a single parent family and the number of children per family, (c) have become more like society in their portrayal of the age of a child and the sex of the parent, and (d) have become less like society in their portrayal of the race of both families and children.

It was concluded that children's fiction books may convey both accurate and inaccurate information about single parent families to young readers. Identified needs were: (a) books portraying the parent who was never married, (b) books portraying mothers heading single parent families, and (c) books portraying Blacks in single parent families.

TEXTBOOK SELECTION OR CENSORSHIP: AN ANALYSIS OF THE COMPLAINTS FILED IN RELATION TO THREE MAJOR LITERATURE SERIES PROPOSED FOR ADOPTION IN TEXAS IN 1978

Order No. DA8421748

LAST, ELLEN LOUISE, PH.D. *The University of Texas at Austin*, 1984. 298pp. Supervising Professor: Edmund J. Farrell

Because the state of Texas is the single largest market for secondary texts in the nation and because its state adoption process has drawn a small but well-organized group of inveterate protestors, the Texas textbook adoption process has begun to shape textbooks in use nationwide. Some have viewed this influence as one manifestation of a recent trend toward censorship of secondary-school materials. Although many books and articles have chronicled this rise, little scholarly research has been done. This study is a close examination of the arguments most recently used by citizens protesting selection in literature textbooks proposed for adoption by the state of Texas.

The study involved several approaches: a reader-response analysis; a computerized word-search; a tally of authors and works objected to, an analysis of numbers of petitioners, numbers of written arguments, and numbers of oral arguments; and an analysis of general statements about literature, education, and culture.

The study sought to answer five research questions:

(1) What are the typical arguments of the petitioners? What are their prevalent rhetorical aims and modes of expression? While the expected aim of persuasion supported by evaluation is present, a more prevalent aim seems to be self-expression. The ethical, pathetic, and logical appeals were also analyzed.

(2) How do the petitioners define and evaluate literature? Literature is defined primarily in terms of a literal reading of its content. Literature is expected to be uplifting and optimistic and to present traditional American social, political, economic, and religious values.

(3) How do the petitioners view public education? They view the schools as places where children should receive a factual, skills-based education which supports without question the values of the home and the church.

(4) How do the petitioners use the book-selection system of written and oral complaints to change the textbooks? Longstanding knowledge of the system has resulted in a well-organized attack that has gained maximum effect from the arguments of a relatively small number of people.

(5) Do the petitioners' activities fit the definition of censorship? The intentions, strategies, and activities of the petitioners do fit the definition.

AGEISM AND GERONTOPHOBIA IN CHILDREN'S LITERATURE

Order No. DA8500190

LIBMAN, HARVEY ALLEN, D.A. *St. John's University*, 1984. 115pp.

From earliest exposure to the written word, children come into contact with literature, which, on either the conscious or subliminal level, serves to engender a feeling of antipathy towards the aged. In this study, it is the intention of the writer to search for and identify ageistic prejudices that appear in the early readings of youth. Emphasis is placed upon the nursery rhymes and fairy tales that provide the bulk of the literary awareness of the young reader. Unfortunately, it appears that many of the characters in these works serve to instill in the reader a feeling of ageism, a term used by Dr. Robert Butler, to depict a process of systematic stereotyping of or discrimination against people because the are old, just as racism and sexism accomplished this with skin color and gender. The works compiled in "Mother Goose" collections, as well as the fairy tales collected by the Brothers Grimm, contain tales depicting older characters in negative ways which serve to reinforce feelings of gerontophobia on the part of the young, impressionable reader.

In order to ameliorate the ageistic bias held by youthful readers, selections have been compiled which show elder protagonists in positive ways. Studies in educational methodology are cited in order to help the teacher present the elderly in literature in a way that will not instill fear of ageing or the aged in the student.

CULTURE, LITERATURE AND THE HUMANITIES: A STUDY OF THE DEVELOPMENT OF THE IDEAS OF LITERARY AND HUMANITIES STUDIES IN THE WESTERN WORLD FROM THE RENAISSANCE, WITH SPECIAL ATTENTION TO THE WRITINGS OF F. R. LEAVIS

Order No. DA8326974

MCLAREN, JOHN DAVID, PH.D. *University of Melbourne (Australia)*, 1983. 745pp.

The expansion of tertiary education during the last twenty years has raised the issue of whether the function of humanities studies is to develop the interests of the individual or to provide an education which will enable him or her to participate more fully and usefully in society. Behind this issue lies the problem of the actual value of the humanities in an advanced technological society.

This thesis examines the emergence of humanities studies in the European renaissance, the social function of these studies and the ideas about education which they generated. It then considers the ways these ideas were modified by liberal thinkers such as Matthew Arnold and Cardinal Newman in response to the new situation brought about by the industrial revolution, and looks at how these ideas were applied to public policy in the twentieth century, using the example of Australia from 1950-1981. The main part of the thesis then analyses the literary and educational theories and practice of F. R. Leavis in order to determine their relationship to each other and relevance to the contemporary practices of literary and humanities education in colleges and universities. Finally, the present status of these ideas is considered in the light of the post-structuralist debates about the nature of literary experience.

The thesis shows how Leavis's ideas about the function of literature and its place in education were developed in opposition to the conditions of industrial society, but were flawed by the contradiction between his understanding of literature as the embodiment of the values created collectively by the whole of society and his view of properly educated literary intellectuals as an elite class maintaining these values in an alien society.

The thesis concludes that literature can still serve an essential educational function as a counter to mechanical theories of social determination, but will serve this function only as literary studies restore their connection with the whole cultural structure of contemporary society.

CONCEPTS OF WORK AND LEISURE IN CHILDREN'S LITERATURE

Order No. DA8424241

McVicar, Mary Theresa, Ed.D. *Columbia University Teachers College*, 1984. 218pp. Sponsor: Professor Peter Cosma Cairo

This study explored the level at which various work and leisure concepts were expressed in children's literature from 1960 through 1979. A literature survey isolated three main work and leisure concepts. The work concepts were: (1) work as central life interest, (2) work as a means to achieve leisure, and (3) work as forced obligation. The leisure concepts were: (1) leisure as free time, (2) leisure as mental attitude, and (3) leisure as activity.

The "Manifest Work and Leisure Concept Analysis Work Sheet" was developed in order to quantify the extent to which each of these concepts were present for both the main character and the text material. Ten children's books were randomly selected from 1960, 1964, 1968, 1971, 1975, and 1979. Each text was independently evaluated by four raters. The work sheet was found to have high inter-rater reliability and content validity.

The statistical analysis examined (1) the change in the extent to which the work and leisure concepts were represented within children's books and (2) the relationship between these concepts during the 1960's and 1970's. It was found that "work as central life interest," "leisure as mental attitude," and "leisure as activity" were the strongest themes depicted, as well as the most prone to change. The other three concepts displayed relatively low and stable ratings for the years studied.

For the main character, the correlation between the work and leisure concepts revealed either negative relationships or no relationship at all. That is, overall, there was a lack of strong positive correlations between the work and leisure concepts. Furthermore, for the text material, the relationship between the work and leisure concepts was characterized, in general, by systematic changes in the type of correlation found. It was concluded that, for the text material, the relationship between the work and leisure concepts was not only complex, but changing.

The discussion focused not only on identifying the major social and political trends which occured during the 1960's and 1970's, but also on specifically relating the present findings to those trends. It was concluded that these trends are reflected through the work and leisure concepts within children's literature.

THE EFFECTS OF SCHEMA DEVELOPMENT STRATEGIES ON FIFTH-SIXTH GRADERS' COMPREHENSION OF, RESPONSES TO, AND INTEREST IN HISTORICAL FICTION: A CLASSROOM STUDY

Order No. DA8501082

Quiocho, Alice Maris Leilani Lujan, Ed.D. *University of Washington*, 1984. 287pp. Chairperson: Sam L. Sebesta

This study, conducted in a natural classroom setting, examined effects of schema development strategies to help students comprehend, respond to, and develop interest in historical fiction.

A pretest-posttest design included five dependent measures: (1) literal comprehension, (2) inferential comprehension, (3) total reading comprehension, (4) written responses, and (5) interest scores.

Subjects were comprised of an intact group of 24 gifted and high-achieving students in a fifth-sixth combination class. They received instruction 60 minutes a day, five days a week for six months. Instructional materials were three historical fiction novels widely varied in time, geography, and culture.

Schema development strategies included simulation activities, use of informational texts, guided imagery, story theatre, readers theatre, role-playing, and journal writing.

Effects were subjected to t-test analysis conducted on mean scores of three measures of comprehension. The findings indicated statistical differences in measures of comprehension: literal comprehension gains were significantly higher at $p < .001$; growth in inferential comprehension was exhibited through adjusted scores, $p < .001$; gains in total reading comprehension were also manifested ($p < .001$).

Pre-test and post-test written responses were analyzed according to the Purves-Rippere categories (1968). Responses were tallied by category and percentage: a t-test analysis yielded significant ($p < .001$) gains.

Interest scores, based on historical fiction passages not used in the treatment but chosen to determine whether transfer of interest in this genre occurred, were computed according to Thorndike (1947). It was found that interest scores dropped (-4.99 percent). Neither pre-test nor post-test interest scores attained the level set by Norvell (1958) as indicative of a predisposition to read historical fiction voluntarily, *i.e.*, interest.

If the goal is to improve comprehension or written responses, these findings provide support for the use of a variety of strategies to build students' schema for the unfamiliar. The results support a schema-theoretic model of reading comprehension by demonstrating that pre-existing knowledge structures need to be identified and that new information can be imparted through instruction that permits students to merge present and new knowledge. But interest in the genre apparently does not transfer to other historical fiction selections--a problem that requires further investigation.

REREADING: A RESPONSE TO LITERATURE

Order No. DA8424748

Smith, Louisa Ann, Ph.D. *University of Minnesota*, 1984. 200pp. Supervisor: Norine Odland

The purpose of this study was to describe the extent and the nature of the rereading activity among children. Subjects for the study were 619 sixth-grade students in a suburban school district. All students completed a survey form indicating the nature of their reading activity. Twenty-four students were chosen at random from those students indicating that they reread books and interviewed.

The results of the questionnaire indicated that of 619 students, 338 (54.6 percent) said they reread books and 281 (45.4 percent) said they did not. Of the 338 rereaders, 160 (47.3 percent) were male and 178 (52.7 percent) were female. The mean average reading score for rereaders was 7.7 and for non-rereaders 7.4, indicating that reading ability did not appear to affect the rereading activity.

Students in the study listed 841 titles of books reread. Two hundred sixty-one titles noted by at least two students were categorized according to the genres of realistic fiction, fantasy and science fiction, nonfiction, mystery and detective, picture books, poetry, and undetermined. Realistic fiction received the majority of the listings, 136 titles (52.1 percent). Fantasy and science fiction was second with 65 notations (24.9 percent), nonfiction third with 29 titles listed (11.1 percent). Student choices of reread books presented a broad range of book types and content.

The most frequently reread books were mentioned 74.7 percent of the time by female students indicating that females were more likely to reread the more popular books than male students were. Rereaders were more likely to have first heard about their favorite books from a friend (30.9 percent) than from a teacher, parent, television and movies, brother or sister, or had found it themselves.

Answers to the open-ended interview questions were categorized according to the Purves-Rippere categories of engagement-involvement, perception, interpretation, evaluation, and miscellaneous. Responses tended to fall into the perception category (45.4 percent) more often than the other four categories. Students appeared reluctant to discuss the book beyond a quick answer and often that answer was a retelling of an event or events.

POETRY AS AN AESTHETIC EXPERIENCE: THE LITERARY THEORY OF LOUISE ROSENBLATT AND ITS IMPLICATIONS FOR TEACHING POETRY IN GRADES K-3

Order No. DA8429374

WHITIN, DAVID JACKMAN, ED.D. *Indiana University*, 1984. 139pp. Chairperson: Dr. James Walden

The purpose of this study was to examine to what extent a select group of children's poets and poetry authorities agreed with the literary theory of Louise Rosenblatt that the reading of and listening to poetry ought to be an aesthetic experience. This study focused on the implications of this theory for kindergarten through third grade children.

Six major children's poets, past recipients of the Poetry Award bestowed by the National Council of Teachers of English, were selected as one part of the study. They were David McCord, Aileen Fisher, Karla Kuskin, Myra Cohn Livingston, John Ciardi and Eve Merriam. Three well-known authorities in the field of children's poetry were also selected: May Hill Arbuthnot, Lee Bennett Hopkins and Leland B. Jocobs.

A construct of the aesthetic stance, as espoused by Louise Rosenblatt, was developed. Three main categories were defined: classroom environment, teacher attitude and poetry activities. The recorded comments of these poets and poetry authorities were then examined in order to ascertain to what extent they were consistent with this construct.

Conclusions about particular uses of poetry in the schools included continual, integrated and spontaneous uses. These other points were also made: (1) Greater acceptance of students' feelings and personal reactions; (2) Increased emphasis on nonsense poetry; (3) Greater use of chants, jingles, jumprope rhymes and songs; (4) Increased opportunities for children to express personal feelings about poetry through the arts; (5) Greater use of poetry books and anthologies and less reliance on basal texts as the primary source for poetry selections.

THE POSSIBILITY OF THE EXISTENCE OF LITERATURE FROM A POSTSTRUCTURALIST PERSPECTIVE: A METACRITICAL EXAMINATION OF TEXTUALITY THROUGH CATEGORICAL DECONSTRUCTION Order No. DA8426553

WILLIAMS, WILLIAM FREDERICK, PH.D. *Indiana University of Pennsylvania*, 1984. 167pp. Chair: John McManmon

The purpose of the dissertation was to examine the status of literature via the perceptions of contemporary critical theorists. Central to this dissertation, although not directly discussed within it, are the major works of Jacques Derrida. His philosophical position regarding the nature of language and meaning is accepted as the correct position and as such is used to demonstrate problems in such critics as Gerald Graff, Walter Michaels, Stanley Fish, and Jonathan Culler. From a poststructuralist perception a distinct body of material called literature is always and only a political illusion, an illusion whose purpose is the control of people and power.

The dissertation is organized around the examination of three key concepts, the subject and object distinction, interpretation, and hierarchies. Current theories from sub-atomic physics are brought in to argue that a distinct subject and a distinct object do not exist except as linguistic conveniences. Without the availability of a distinct subject and object most critics have trouble deciding who is interpreting what. The concept of interpretation is discussed from Stanley Fish's sociological position in order to point out some of the weakness inherent in text-oriented criticism. Finally, the notions of theoretical criticism, practical criticism, and literature are brought into question because they tend to be items in a power-conscious hierarchy.

A GROUNDED THEORY OF THE SOCIAL PSYCHOLOGICAL PROCESS OF INVOLVING COLLEGE STUDENTS IN A COURSE ON ADOLESCENT LITERATURE

Order No. DA8421090

YARBROUGH, JANE HARPER, PH.D. *The University of Florida*, 1984. 179pp. Chairman: Dr. Theodore W. Hipple

Through ethnographic fieldwork and sociological analysis, a substantive grounded theory of generating and sustaining student involvement in a college literature course is developed. "Involving" describes the primary social psychological process employed by the teacher of this case study. Six subprocesses implement the core process of involving: acclimating, evoking, establishing rapport, staging, elucidating, expressing purpose. These subprocesses are explained in terms of processes because they designate a series of purposeful actions and speech acts that lead to the creation of involving events in a classroom setting. Together these subprocesses and their attendant strategies, conditions, and dimensions comprise a taxonomy of teacher behaviors, the primary concepts of which emerged from the ethnographic data and are illustrated using excerpts from an extensive collection of fieldnotes and transcribed interviews.

The six subprocesses of involving are interrelated variables that build a series of classroom events into a coherent experience characterized by meaningful teacher-student and student-student exchanges concerning the substantive area of adolescent literature. As applied research, this study has implications for the development of a formal pedagogical theory on involving students in classroom experiences across the curriculum.

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